



Help! My Gifted Child Isn't Acting Gifted

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curious

happy

achieving

well-behaved

interested

motivated

knowledgeable

**What does
it mean to
be acting
gifted?**

What does every
parent want for
his or her child?

Happiness

Resources

Intimacy

Competency

Health



Agenda

1. Introduction of factors that influence students' willingness to engage
2. Examples of how to build students' confidence
3. Suggestions to help students explore their interests
4. Example of helping students understand cause/effect relationships
5. Discussion of factors associated with successful executive functioning



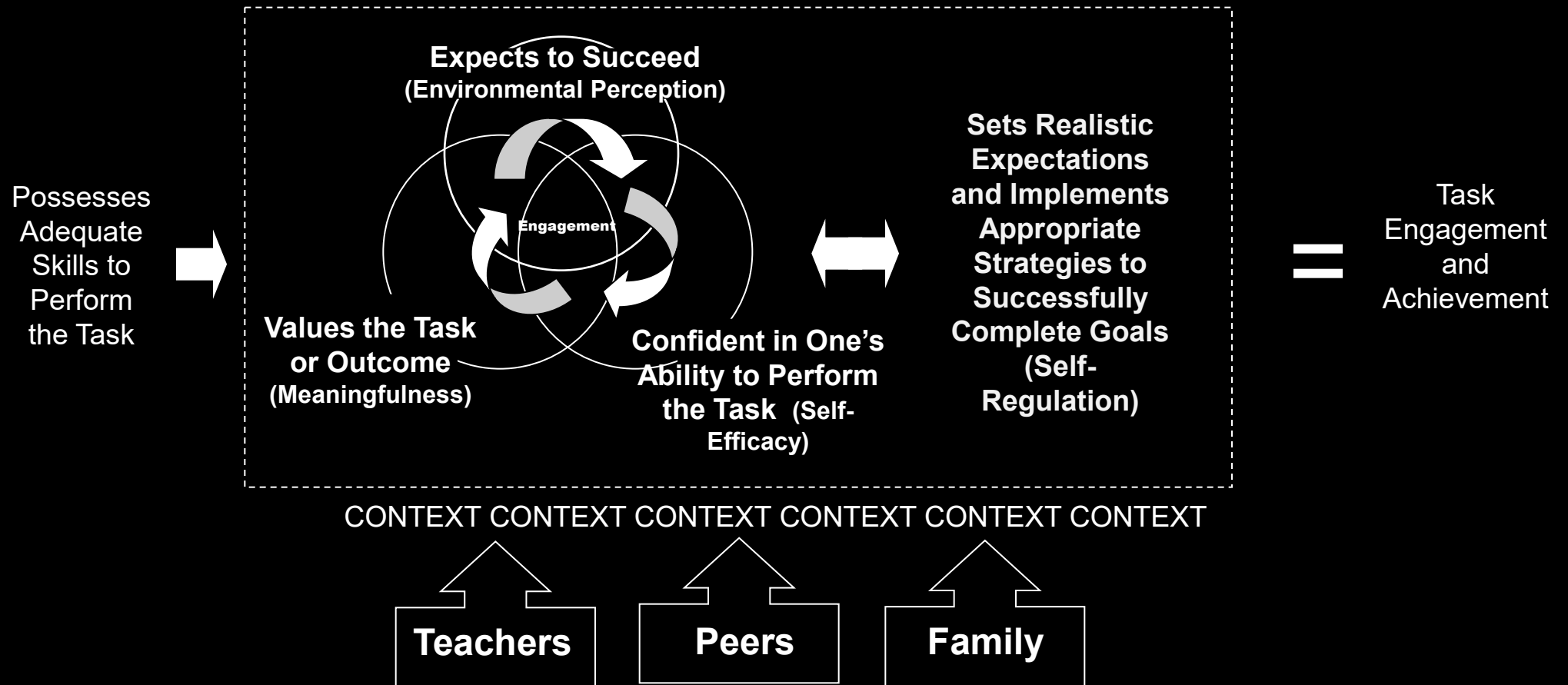
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points



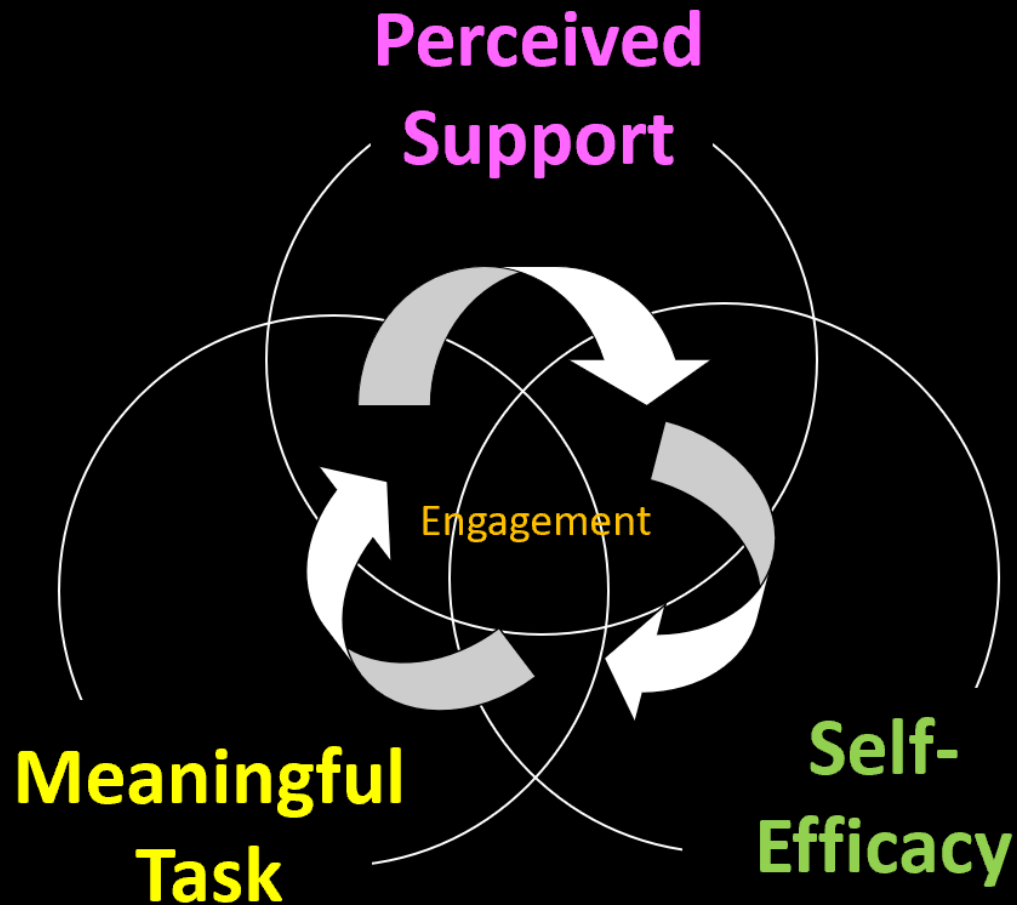
Promoting Engagement

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Achievement Orientation Model



Each of the four elements of the model (Meaningfulness, Self-Efficacy, Environmental Perception, and Self-Regulation) is usually present in individuals who achieve at a level commensurate with their abilities. Some of these factors may be stronger than others, but overall, achievement-oriented individuals display a combination of all four traits. Remediation can be based on diagnosing which element or elements are deficit and addressing them. Two individuals might have very different remediation programs based on their achievement-orientation profiles.



Confidence: I am capable!

Interest: It's important to me!

Trust: I have what I need and feel supported!

Engage: I am ready to do it!

Confidence

Interest

Trust

leads to

Engagement



When students value a task or outcome and have positive perceptions of their skills and their opportunities for success, they are more likely to implement self-regulatory behavior and apply appropriate strategies for success.



Building Confidence

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performance
goals
Entity
(Fixed
Mindset)



learning/mastery
Goals
Incremental
(Growth Mindset)

Carol Dweck

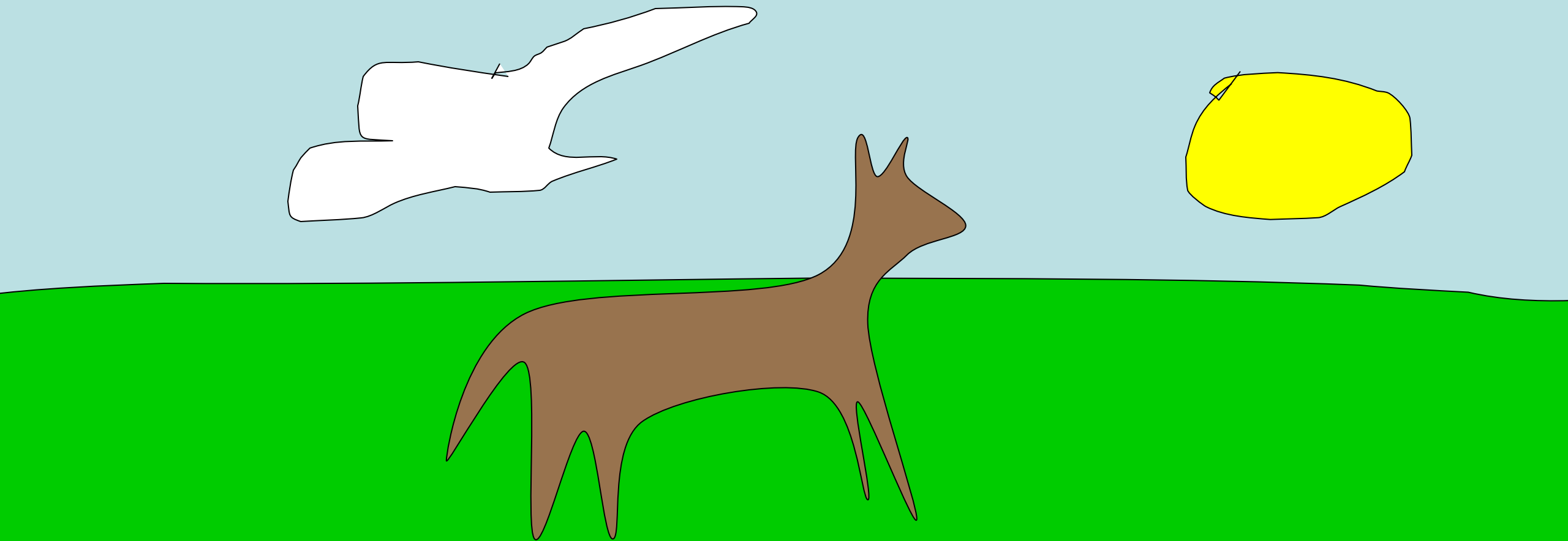
IF YOU NEED TO
WORK HARD IT
MEANS YOU ARE
NOT SMART

WORKING HARD

MAKES YOU SMART

Help your children understand that challenging situations are opportunities to acquire or improve skills and that encountering difficulty does not mean that they are not intelligent.



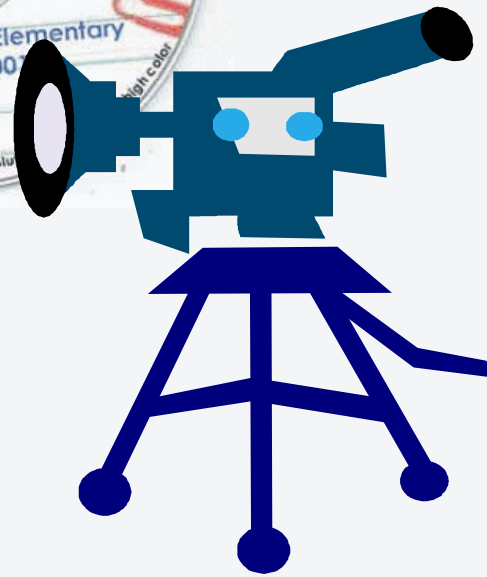
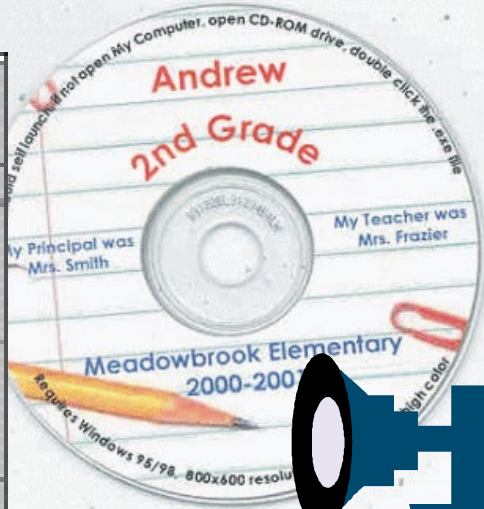


Recognize specific strengths and the growth that went into their development.

Document Growth

Month: _____ Year: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



**Share your
successes as
well as your
struggles**



model mistakes are simply
unplanned adventures



“Mistakes are
the portals of
discovery.”

- James Joyce

Mistakes are
part of the
wonderful
adventure of
learning and
growing.

Address fear of failure

“I kind of start living by the motto of I’d rather enjoy than spend every single minute being afraid of losing it.”

Taylor Swift

DEC. 25, 2023

PERSON OF THE YEAR | TAYLOR SWIFT



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Create Value

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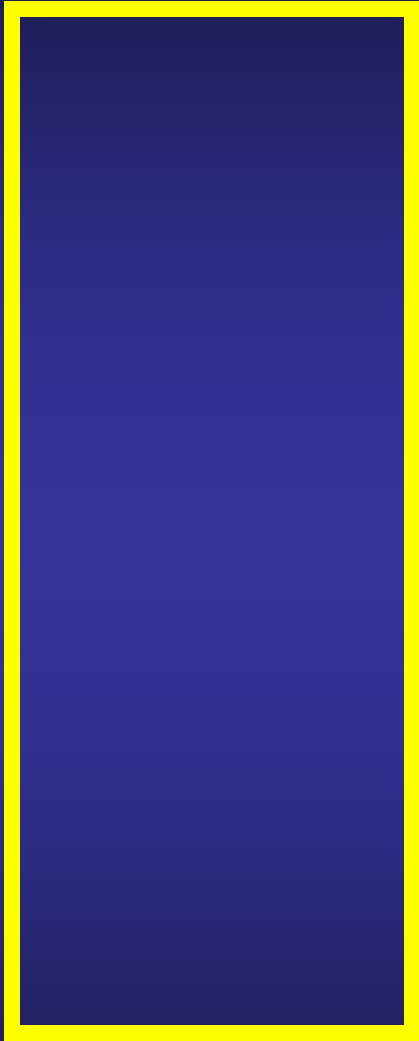


Eccles and Wigfield Expectancy-Value Theory

 **Enjoyment one gets from performing the activity (intrinsic value)**

 **The importance of doing well on a task (attainment value)**

 **How useful the task is for future goals (utility value)**



The future
influences the
present as
much as the
past.

Friedrich Wilhelm Nietzsche

**Never
underestimate the
power of student
interest in making
learning meaningful**

Relationship Between Perceived Level of Talent and Belief in an Entity Theory of Intelligence, the Importance of Natural Ability in High Performance Levels, the Important of Personal Effort in High Performance Levels, and Interest in Each of 15 Talent Areas

Talent Area	Entity Belief	Role of Ability	Role of Effort	Personal Interest
Musical Skills	-0.093	0.019	0.36**	0.601**
Art Skills	-0.123	-0.053	0.16	0.629**
Mathematical Skills	0.027	0.263**	0.059	0.550**
Athletic Skills	0.003	0.124	0.116	0.726**
Writing Skills	0.082	0.259**	0.064	0.598**
Spelling Skills	-0.052	0.162	0.089	0.350**
Dance Skills	0.008	0.109	0.18*	0.691**
Inter-Personal Skills	-0.191*	0.15	0.11	0.453**
Logical/Reasoning Skills	-0.052	0.26**	-0.069	0.514**
Visual/Spatial Skills	-0.126	0.137	0.086	0.513**
Language Acquisition Skills	-0.029	0.063	0.095	0.496**
Verbal Skills	-0.034	0.237**	0.066	0.485**
Leadership Skills	-0.185*	0.186*	0.213*	0.613**
Science Skills	-0.072	0.064	0.05	0.688**
Overall Academic Skills	-0.002	0.093	0.038	0.222**

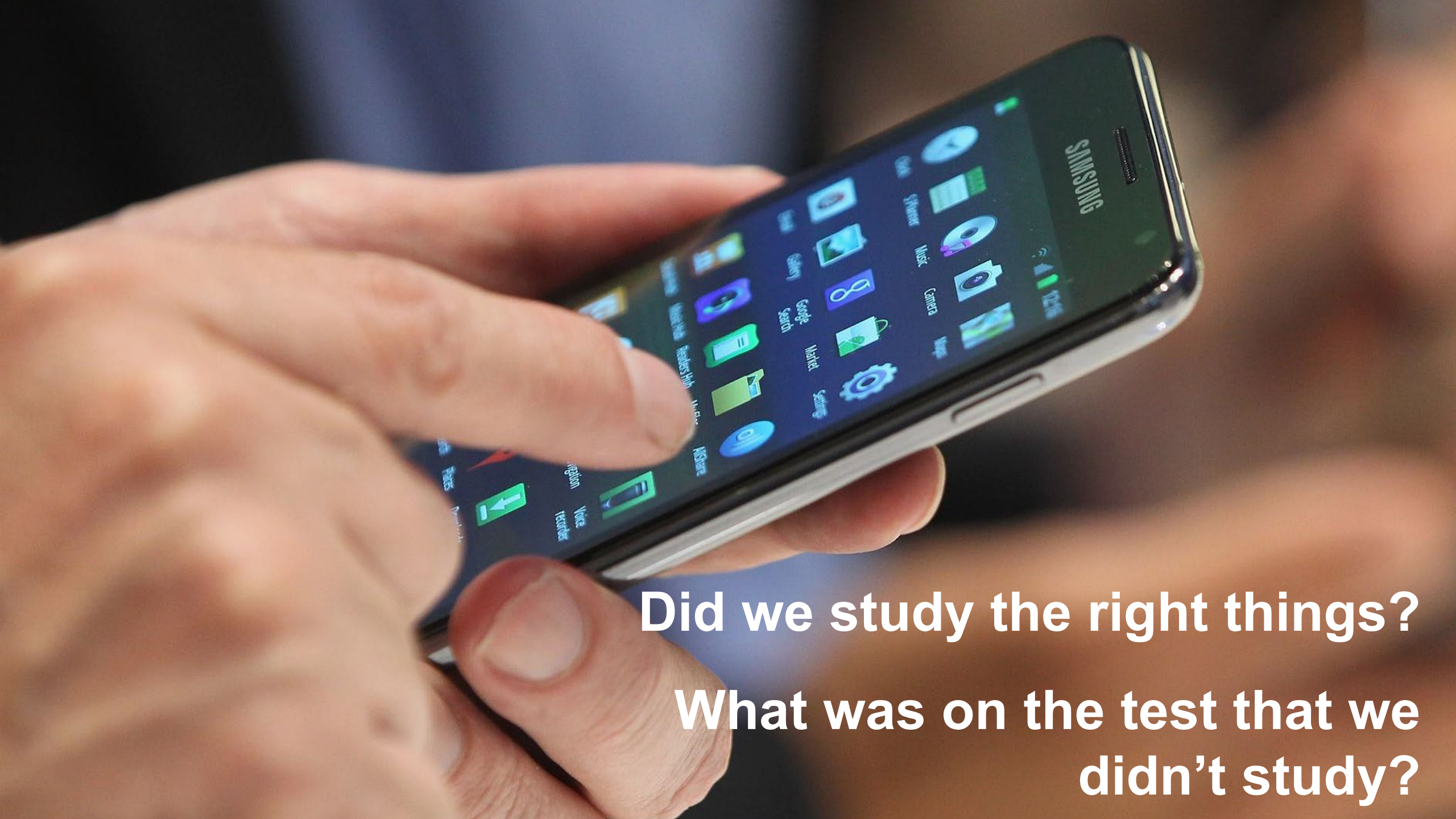
Siegle, D., Rubenstein, L. D., Pollard, E., & Romey, E. (2010). Exploring the relationship of college freshman honors students' effort and ability attribution, interest, and implicit theory of intelligence with perceived ability. *Gifted Child Quarterly*, 54, 92-101. <https://doi.org/10.1177/0016986209355975>

Share your children's interests with the school and work with the school and your children to tie these interests to school projects.



**Discuss Cause and
Effect Relationships**

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Did we study the right things?

**What was on the test that we
didn't study?**

Test-taking Strategies

Being well prepared for a test involves time management, high-quality note-taking, and regular reviews of material. There are three types of reviews that can better prepare you for test-taking: regular, weekly reviews; reviews just before the test; and posttest reviews of your test performance. Doing well on a test involves test anticipation, preparation, and analysis of performance.

Test Anticipation:

- What format will the test be? Multiple choice, short answer, essay, or a combination?
- How much is the test worth?
- How much time will you have to write the test?
- Are you allowed to use notes or text?
- What materials will be needed? A calculator, ruler, or a pencil?
- Have you regularly reviewed the notes for the test?
- How much study time will you need? When will you study and for how long each time?
- Were previous tests similar to this one? Were there quizzes on this material?

Test Preparation:

- Spread your study time over several days and take regular short breaks
- Study difficult or "boring" subjects first
- Schedule study time during your best time of day
- Study where you'll be alert (not in bed or in easy chairs or sofas where you can get too comfortable).
- Revise class and text notes
- Concentrate on remembering the main ideas and most important information
- Ask questions of yourself; provide yourself with elaborate explanations
- Study with a partner to compare notes and test each other
- Review main topics and subtopics

Posttest Analysis:

- Did you receive the grade you expected?
- Analyze the missing answers: Were they in your notes? In your text? On a quiz?
Did you not provide enough detail?
- Analyze the type of questions: Did you perform better on a certain type of question?
- Did you have enough time to finish the test and to review your answers?

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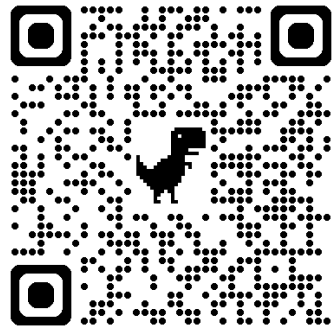
**Executive
Functioning**

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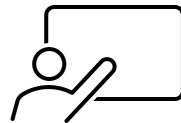
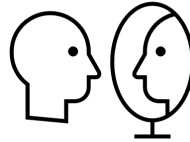
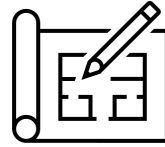
Renzulli Executive Functioning Scale

(REFS)

DOMAINS



s.uconn.edu/execfunction



- **Task Initiation**
- **Task Persistence**
- **Organization**
- **Self-reflection/
Awareness**
- **Emotional
Regulation**
- **Collaboration**
- **Self-advocacy**

Task Initiation

The ability to get started, or to begin a task without procrastination

- Let them choose
- Write tasks down and break the task into smaller pieces. Start small.
- Work on anxiety (What is the worst that can happen?)
- Focus on values, not on feelings. (Don't wait until you feel like it). Know that momentum comes AFTER you get started.
- Set a designated time and place
- Set goals
- Checking in; reminding them they can revise later
- Start anywhere
- Create a plan (plan steps) / Create a checklist
- Get a buddy
- Practice Premack's Principle (Grandma's Rule)



Task Persistence

The ability to put continual effort towards a task-oriented goal. Stick-with-it-ness.

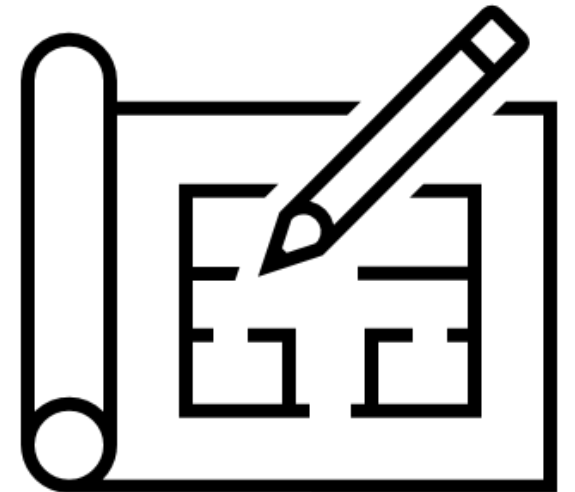
- Set a timer and work in focused bursts with breaks (Pomodoro Technique)
- Create barriers to distraction (physical and digital).
- Give yourself a deadline (Parkinson's Law)
- Set small goals to get excited about competition
- Offer reward tokens / Provide praise and encouragement
- Give feedback for interim steps
- Use goal charts
- Work with student's interests
- Beware of multi-tasking
- Recognize progress
- Organize sectioned binder
- Use music



Organization

The ability to put things in order, plan, manage time, and monitor one's progress.

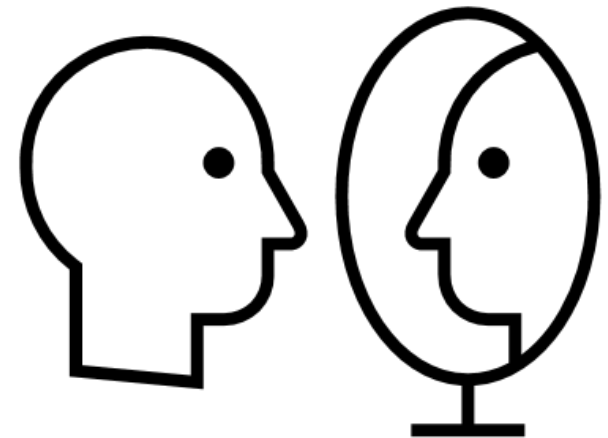
- Color code tasks
- Create task lists
- Labeled portfolios
- Model it: Show what a desk free of clutter look like
- Develop daily checklists
- Have students make planners and binders with ordered tasks
- Build the school-home connection



Self-Reflection/Awareness

The ability to recognize and understand one's strengths and weaknesses.

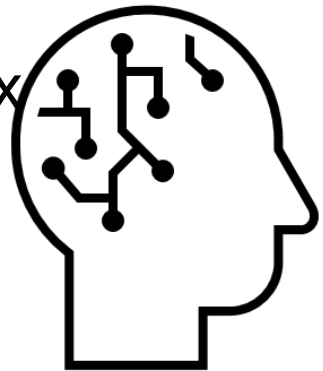
- Encourage self-talk
- Quick polls - rate your understanding or how you are feeling on scale of 1-4
- Tune into feelings
- Grade their own work with a rubric
- Reflection on strengths/area want to improve before a task/project
- Reflect on what went well/biggest strength/something would like to improve after a task
- Set goals for the day



Emotional Regulation

The ability to sense and manage emotions.

- Take breaks
- Encourage movement
- Listen to quiet music
- Conduct mindfulness exercises
- Reserve time and place to calm down
- Practice breathing (in for 3 seconds and out for 6 seconds)
- Tense muscles and then relax them
- Close eyes and send a mental command to each part of the body to relax (feet, legs, torso, arms, neck and head)
- Control stressful thoughts by thinking about something relaxing



Collaboration

The ability to work well with others in groups, especially on common projects or tasks.

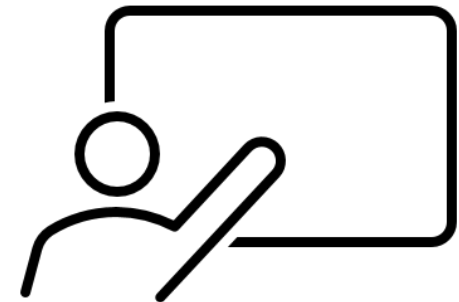
- Share thoughts
- Turn and talk
- Teach how to divide up tasks
- Develop leadership roles
- Implement Kagan strategies that encourage cooperation and communication
- Use flexible grouping
- Conduct team builders
- Jigsaw classroom learning
- Teach how to actively listen to other's ideas
- Encourage involvement in extracurriculars/social activities
- Help raise awareness of context
- Teach need to sometimes “fake” interest



Self-Advocacy

The ability to communicate one's needs and wants and to make decisions about the support need.

- Develop knowledge of self and how to communicate
- Review how to properly approach/contact a teacher
- Discuss rights
- Locate a trusted adult
- Learn to recognize and appreciate accomplishments
- Use sentence starters
- Role play skills in assertiveness
- Participation in IEP meeting (if applicable)
- Discuss the continuum from too passive to too aggressive



Remember...

**All of Us Are Works
in Progress**